

Bethel-Hanberry Elementary

125 Boney Road
Blythewood, South Carolina 29016

Grades	K-5 Elementary School	
Enrollment	699 Students	
Principal	Dr. Felix Figueroa	803-691-6880
Superintendent	Dr. Stephen W. Hefner	803-787-1910
Board Chair	William Flemming, Jr., DMD	803-736-0015

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
5	35	9	0	1

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes
2005	Good	Good	Yes
2006	Good	Average	Yes

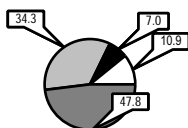
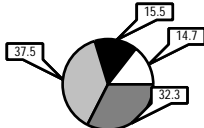
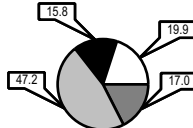
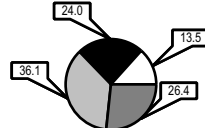
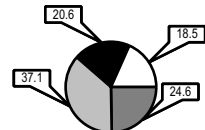
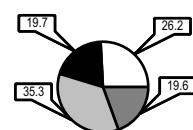
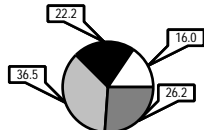
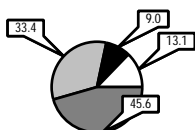
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	359	100.0	10.9	34.3	47.8	7.0	67.7	Yes	Yes
Gender									
Male	176	100.0	13.1	39.3	42.9	4.8	61.9	N/A	N/A
Female	183	100.0	8.7	29.5	52.6	9.2	73.4	N/A	N/A
Racial/Ethnic Group									
White	214	100.0	5.4	29.7	55.0	9.9	76.2	Yes	Yes
African American	135	100.0	18.5	42.3	36.2	3.1	54.6	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	344	100.0	9.2	33.9	49.5	7.3	70.0	N/A	N/A
Disabled	15	100.0	50.0	42.9	7.1	0.0	14.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	359	100.0	10.9	34.3	47.8	7.0	67.7	N/A	N/A
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	353	100.0	10.4	34.2	48.2	7.1	68.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	114	100.0	20.6	48.6	29.0	1.9	43.9	Yes	Yes
Full-pay meals	245	100.0	6.4	27.8	56.4	9.4	78.6	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	359	100.0	14.7	37.5	32.3	15.5	61.9	Yes	Yes
Gender									
Male	176	100.0	17.9	32.7	33.3	16.1	61.3	N/A	N/A
Female	183	100.0	11.6	42.2	31.2	15.0	62.4	N/A	N/A
Racial/Ethnic Group									
White	214	100.0	7.9	33.7	36.6	21.8	71.8	Yes	Yes
African American	135	100.0	25.4	44.6	25.4	4.6	46.2	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	344	100.0	12.8	37.9	33.0	16.2	63.3	N/A	N/A
Disabled	15	100.0	57.1	28.6	14.3	0.0	28.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	359	100.0	14.7	37.5	32.3	15.5	61.9	N/A	N/A
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	353	100.0	14.6	37.5	32.7	15.2	62.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	114	100.0	28.0	47.7	19.6	4.7	38.3	Yes	Yes
Full-pay meals	245	100.0	8.5	32.9	38.0	20.5	72.6	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	359	100.0	19.9	47.2	17.0	15.8	32.8
Gender							
Male	176	100.0	21.4	48.2	14.9	15.5	30.4
Female	183	100.0	18.5	46.2	19.1	16.2	35.3
Racial/Ethnic Group							
White	214	100.0	9.4	46.0	22.8	21.8	44.6
African American	135	100.0	36.2	50.0	8.5	5.4	13.8
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	344	100.0	18.0	48.6	17.4	15.9	33.3
Disabled	15	100.0	64.3	14.3	7.1	14.3	21.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	359	100.0	19.9	47.2	17.0	15.8	32.8
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	353	100.0	19.9	47.0	17.0	16.1	33.0
Socio-Economic Status							
Subsidized meals	114	100.0	38.3	50.5	6.5	4.7	11.2
Full-pay meals	245	100.0	11.5	45.7	21.8	20.9	42.7

Social Studies							
All Students	359	99.7	13.2	36.2	26.5	24.1	50.6
Gender							
Male	176	99.4	13.8	35.3	26.9	24.0	50.9
Female	183	100.0	12.7	37.0	26.0	24.3	50.3
Racial/Ethnic Group							
White	214	99.5	6.0	34.3	30.3	29.4	59.7
African American	135	100.0	23.8	40.0	21.5	14.6	36.2
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	344	99.7	11.7	35.9	27.6	24.8	52.5
Disabled	15	100.0	50.0	42.9	0.0	7.1	7.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	359	99.7	13.2	36.2	26.5	24.1	50.6
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	353	99.7	13.1	35.8	26.9	24.2	51.0
Socio-Economic Status							
Subsidized meals	114	100.0	27.1	43.9	17.8	11.2	29.0
Full-pay meals	245	99.6	6.9	32.6	30.5	30.0	60.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	110	100.0	5.8	28.8	56.7	8.7	65.4
	4	110	100.0	22.9	32.4	40.0	4.8	44.8
	5	107	100.0	18.4	41.7	38.8	1.0	39.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	109	100.0	4.9	29.1	56.3	9.7	66.0
	4	125	100.0	10.9	31.1	52.1	5.9	58.0
	5	125	100.0	16.0	42.0	36.1	5.9	42.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	110	100.0	11.5	74.0	10.6	3.8	14.4
	4	110	100.0	16.2	30.5	29.5	23.8	53.3
	5	107	100.0	27.2	41.7	19.4	11.7	31.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	109	100.0	14.6	37.9	36.9	10.7	47.6
	4	125	100.0	10.1	35.3	37.8	16.8	54.6
	5	125	100.0	19.3	39.5	22.7	18.5	41.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	110	100.0	20.2	51.0	22.1	6.7	28.8
	4	110	100.0	27.6	25.7	29.5	17.1	46.7
	5	107	100.0	36.9	27.2	18.4	17.5	35.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	109	100.0	25.2	51.5	17.5	5.8	23.3
	4	125	100.0	11.8	45.4	21.8	21.0	42.9
	5	125	100.0	23.5	45.4	11.8	19.3	31.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	110	100.0	12.5	47.1	29.8	10.6	40.4
	4	110	100.0	18.1	41.0	21.9	19.0	41.0
	5	107	100.0	24.3	38.8	14.6	22.3	36.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	109	100.0	10.7	37.9	34.0	17.5	51.5
	4	125	99.2	11.0	29.7	31.4	28.0	59.3
	5	125	100.0	17.6	41.2	15.1	26.1	41.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 699)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	0.4%	Up from 0.2%	1.8%	2.8%
Attendance rate	96.5%	Up from 96.3%	97.0%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 1.2%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.0%	0.0%
Eligible for gifted and talented	21.3%	Down from 24.3%	19.3%	10.4%
On academic plans	27.5%	N/AV	24.0%	33.6%
On academic probation	16.3%	N/AV	1.6%	1.0%
With disabilities other than speech	2.1%	Down from 4.4%	6.2%	7.5%
Older than usual for grade	0.3%	Up from 0.0%	0.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 44)				
Teachers with advanced degrees	59.1%	Down from 61.9%	55.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	1.8%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	81.1%	Up from 78.9%	89.5%	87.3%
Teacher attendance rate	98.4%	Up from 96.1%	95.1%	94.9%
Average teacher salary	\$41,796	Up 0.2%	\$43,233	\$42,485
Prof. development days/teacher	11.5 days	Down from 14.0 days	11.7 days	13.3 days
School				
Principal's years at school	6.0	Up from 5.0	4.5	4.0
Student–teacher ratio in core subjects	21.1 to 1	Up from 20.6 to 1	20.0 to 1	18.6 to 1
Prime instructional time	94.6%	Up from 90.8%	90.5%	89.7%
Dollars spent per pupil*	\$6,323	Down 2.6%	\$5,930	\$6,557
Percent of expenditures for teacher salaries*	66.2%	Down from 66.7%	66.2%	64.0%
Percent of expenditures for instruction*	71.9%		71.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Bethel-Hanberry Elementary continues to focus on providing children with a rich and exiting school experience. Our priority is to have an environment where academic achievement is the focus of our students and teachers. Our SIC, PTO, and Education Foundation provide us with a supportive foundation on which we can continue building a positive relationship with our community which results in greater student success.

Our teachers continue to be engaged in many staff development activities that provide them with rewarding professional growth, which contributes to their effectiveness in instruction. State and district-level staff development opportunities have benefited our teachers and our children have gained as a result of their commitment to teaching and learning.

Bethel-Hanberry is a place where the community and school work closely together. We were excited this year when our community and school worked together to establish and share in many celebrations. The efforts of our SIC in the screening of all K-4th grade students as to their Body Mass Index in the fall and spring highlighted their healthy student initiative.

We are extremely proud that all who visit our school are truly welcomed, respected and served. Come visit us. You are always welcome.

Dr. Felix Figueroa, Principal
Mr. Fritz Drescher, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	41	119	77
Percent satisfied with learning environment	100.0%	93.2%	95.9%
Percent satisfied with social and physical environment	100.0%	89.0%	97.4%
Percent satisfied with school-home relations	100.0%	89.7%	92.1%

*Only students at the highest elementary school grade level at this school and their parents were included.